DOCUMENT RESUME

ED 073 987 SO 005 447

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TITLE	Simulation Games and Role Playing. Social Studies for the Elementary School. Proficiency Module #6.
INSTITUTION	Georgia Univ., Athens. Dept. of Social Science Education.
PUB DATE	[72]
NOTE	37p.
AVAILABLE FROM	Department of Elementary Education, 425 Aderhold, University of Georgia, Athens, Georgia 30602 ($6.60, set of 8; $.80 each)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Activity Learning; Autoinstructional Aids; Behavioral Objectives; Bibliographic Citations; Elementary Grades; *Games; Guidelines; Preservice Education; *Role Playing; *Simulation; *Social Studies; Sociodrama; *Teacher Education; Teaching Techniques

ABSTRACT

Designed as part of a series to develop teaching strategies for the elementary curriculum, this module focuses on simulation games and role playing as two important teaching devices. The first part describes games and simulation; and factors that should be considered in selecting, using, and debriefing games in the classroom. Exercises to test understanding of this section are included. The second section, points out how role playing is used in training children in rational problem solving, and the steps involved in this strategy. Short learning activities are also included for this section. Behavioral objectives in this module are that the teacher-trainee will be able to: utilize role playing techniques in lessons; write definitions of the concepts "game", "simulation", and "simulation game"; critique a simulation game; and reorder a set of scrambled steps employed in the strategy of role playing to illustrate the correct sequence. Related modules are SO 005 443 through SO 005 446 and SO 005 448 through SO 005 450. (FDI)

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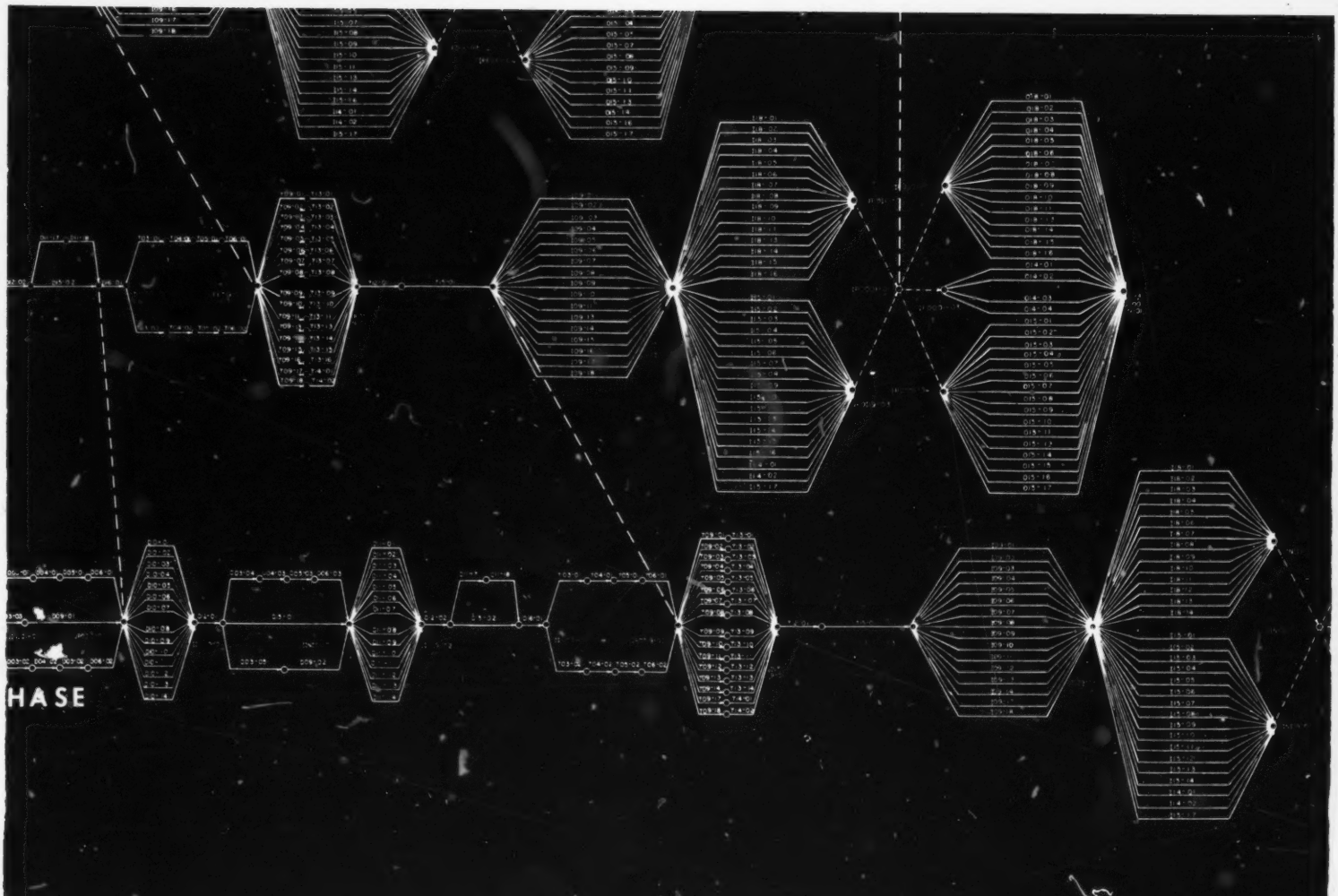

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SOCIAL STUDIES FOR THE ELEMENTARY SCHOOL

PROFICIENCY MODULE #6

SIMULATION GAMES AND ROLE PLAYING

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INTRODUCTION

> How often have social studies teachers wished for some 'magical means' to interest students and help them in their understanding of a unit. Although no single approach can continuously motivate students, new technology is rapidly providing a diversity of techniques for bridging the gap between theory and practice. One such dynamic technique-simulation-places the student in a position where he is able to experience vicariously situations of interaction which are created from a theoretical framework.[1]

The objective of this module is to introduce the teacher-trainee to two important teaching devices--simulation games and role-playing. These techniques fall under the general title of simulations, and are an attempt to represent reality concerning social, cultural and physical events to the student.

BEHAVIORAL OBJECTIVES

The following behavioral objectives delineate the specific competencies desired upon completion of these activities:

I. Terminal Objective

Using information obtained from Module #5 (Values and the Valuing Process) and information obtained in this module (Simulation Games and Role-Playing),

[1]Samuel Brodbelt. "Simulation in the Social Studies: An Overview." Social Education. Vol. 33, No. 2. Feb., 1969.

the reader will utilize the terminal activity of Module #5 (the value teaching strategy), incorporating role-playing techniques in the lesson. (Optional: If the reader taught the lesson he developed in Module #5, he does not have to teach this lesson.)

II. Enabling Objectives

A. The reader will be able to write, in his own words, definitions for the following concepts: game, simulation, and simulation game.

B. Given criteria to use in selecting a simulation game for classroom use, the reader will be able to critique a simulation game.

C. Given a set of scrambled steps employed in the strategy of role-playing, the reader will be able to reorder the steps to illustrate the correct sequence to be followed in employing this strategy in the classroom.

PART I. SIMULATION GAMES

By the end of Part I of this module you should be able to successfully complete the following behavioral objectives.

A. The reader will be able to write, in his own words, definitions for the following concepts: game, simulation, and simulation game.

B. Given criteria to use in selecting a simulation game for classroom use, the reader will be able to critique a simulation game.

As an introduction to this section of the module it might be helpful to do some vocabulary building. Let's start with a term that is familiar to all of us-- game. The definition given by Clark Abt is one that is commonly accepted. "A game is a contest (play) among adversaries (players) operating under constraints (rules) for an objective (winning, victory, payoff)."[1] If you think back to some of the games you played as a child, for example hide-and-seek, baseball, etc., they all contained the elements of gaming included in Abt's definition. Games are not new to the elementary school classroom. Teachers have been using game formats for years, usually with a two-fold purpose in mind.

[1]Clark C. Abt, Serious Games. New York: Viking Press, 1970.

First, since most children enjoy playing games teachers have been able to disguise the onerous job of memorization in a gaming situation. The Spelling Bee is an example of a game with memorization as its main purpose. In social studies this type of game frequently takes the form of a flash-card drill game where the name of a state (country, county, etc.) is flashed and the student, to be successful in the game, must supply (from memory) the name of the capital. Second, the interest level and motivation generated by a game (in comparison with other, more standard, classroom activities) is consistently very high. Games are fun. To use games for either of the above mentioned purposes is, of course, a perfectly legitimate teaching strategy as long as it is in harmony with your teaching/learning objectives. Only the teacher's ingenuity limits the usefulness of this technique. Why, then, is gaming referred to as an "innovative teaching strategy"? The answer is that while games are not new, a relatively recent development is the use of a special type of game called simulation games.

Simulation is anything that represents or appears like another situation or environment. Anyone watching the recent landing on the moon by the Apollo astronauts knows that

what they really were watching was an animated representation of the actual lunar touchdown--a simulation. A simulation game then can be defined as "a representation of a physical and/or social phenomenon, incorporating a game technique."[2] An example of a simulation game is Caribou Hunting a game included in the Man: A Course of Study social studies curriculum project. Students assume the role of Eskimos in the Simpson Peninsula region of Canada. The game simulates some of the problems encountered by the Eskimos as they hunt the swift-running caribou. The objective is for the Eskimos to kill as many caribou as they can. In order to do this they have to devise a strategy to drive the animals into the water where fellow Eskimos are waiting. The game board simulates the geographic region of the hunt. On land the Eskimos move one space per turn while the caribou may move as many as three spaces, simulating the differential foot-speed of the two mammals. Once the caribou are driven into the lake, however, the rules change because Eskimos in kayaks move twice as fast as swimming caribou. (In the game caribou move one space per turn in water while kayakers move two spaces per turn.) These are just a few of the ways the game simulates, or represents, the reality

[2]Virginia M. Rogers and Marcella Kysilka. Simulation Games...What and Why," in Teaching Strategies for Elementary School Social Studies. John U. Michaelis and Everett T. Keach, Jr., eds., Itasca, Illinois: Peacock, 1972. p. 364.

of a caribou hunt. The Caribou Hunting game is posited as an example of a third purpose for using games in education. In this type of game "the player is involved in making decisions in an environment that approximates a portion of action from man's complex list of activities."[3] As a result of the active participation and involvement of the student in the learning situation, games promote: (1) the learning of facts expressed in the game context, (2) the learning of processes simulated by the game, and (3) the learning of the risks and rewards of alternative strategies of decision-making.[4]

Another example of a simulation game is the game of MARKET of the Elementary Economics Project (Industrial Relations Center, University of Chicago). The game is designed to aid the students' acquisition of the concepts of supply, demand and price. The class is divided into retailer and consumer teams (two students per team). The team's objective is either to make the most profit (retailers) or gain the most points (consumers). Consumers gain points by completing as many meals (meat, potatoes, a beverage,

[3]Frank L. Ryan, Exemplars for the New Social Studies. Englewood Cliffs: Prentice-Hall, 1971, p. 104.

[4]Abt, "Games for Learning" Occasional Paper No. 7. Cambridge, Mass.: Educational Services, Inc., 1966, p. 5.

and a dessert) as they can using a $10 budget. Retailers set up their stores and decide what prices they are going to charge for their goods. The game is played in three marketing periods where the consumers "shop" for their groceries. At the end of the marketing periods a winning retailer team and a winning consumer team is determined.

A major contention of the proponents of simulation gaming in social studies education is that being involved in simulation games as decision makers in a simulated part of a society facilitates assimilation of various understandings by the student-participant that might otherwise remain vague abstractions. For example in Caribou Hunting the player experiences the need for cooperation among hunters, and in MARKET the players experience the effect of supply on demand.

Activity 1

Here is an opportunity for you to demonstrate your understanding of the concepts game, simulation, and simulation game by defining them in your own words.

game _____

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_____

simulation _____

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_____

simulation game _____

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If you have played a simulation game yourself, or if you have used one with a group of students, you are in a good position to judge the game in terms of its usefulness for your intended population. Since this is often not the case you must be able to critique games that you have not played in order to judge their utility for your particular

situation.[5] In selecting a game for use in your classroom a number of factors should be considered. The first thing to ascertain is the educational objectives of the game. Occasionally they are provided by the game designer, more often than not you have to study the game materials in order to judge the game's objectives. If the game's objectives are not consonant with the goals of your curriculum, you can either disregard the game or study it further to see if it could be adapted to fit your aims. If the game's objectives do match your instructional goals you can move on to consider other factors involved in game appropriateness.

While considering the educational objectives of the simulation game you should also be making value judgments as to the appropriateness of the game for your students and for your classroom situation. Most designers indicate the ability level that the game was intended for. In planning any instructional strategy the teacher makes certain assumptions as to the students' mastery of earlier developmental sequences, for example in arithmeti the teacher is assuming

[5]Ideas in this section are taken from S. A. Livingston and C. S. Stoll, Simulation Games: A Manual for the Social Science Teacher. New York: Free Press, (in press) pp. 31-37 and from a summer workshop "Simulation Games in the Classroom." Baltimore Academic Games Associates, 1971.

that her students can add one place numbers (5+3=) when she introduces addition of two place numbers (15+13=). Before using a game it is essential that the teacher decide what prerequisite knowledge is needed by the students in order for them to learn from the game. If the students already possess that knowledge then there is no problem. If they do not possess that knowledge then the teacher needs to do some pre-game instructing if the game is to succeed in its teaching objectives.

From a reading of the game rules you should be able to tell the number of people required to play the game. The number of players required is not a problem if you intend to use the game as a component of a learning station, possibly in the back of your classroom. If you want the entire class to play the game simultaneously, however, you might consider splitting the class into groups and have each group play the game (in that case you will need enough copies of the game to go around). If you only have one copy you might investigate the possibility of having two or three students "team up" and play a role in the game.

The time required to play a game must be considered. If you have a self-contained classroom and a flexible schedule the time factor is not a problem. If your students change classes, however, you should study the game to see if it can be temporarily interrupted at certain points and resumed without a loss of effectiveness. A game that can be played in a short period of time, or in short installments, has the advantage of allowing the students to play the game a number of times, thereby experimenting with different strategies or playing different roles.

N se is usually a problem involved in the decision to use a game. It is hard to tell ahead of time whether a game will be noisy or not, but generally the amount of noise will be a function of the amount of interaction among the players. For example in MARKET where consumers and retailers interact for the entire marketing period, the noise level can get high. On the other hand, in Caribou Hunting the interaction is mainly with the game board and the simulated environment, therefore, noise is not usually a problem.

You will remember from the first part of this section in a simulation game the student is supposed to learn

about the reality that the game simulates, or represents. A simulation game does not claim to represent the situation exactly as it is in reality, rather it takes certain aspects of the real situation and emphasizes them in the game structure. The aspects that are selected for emphasis are those that contribute to the understanding of the main ideas that are the educational objectives of the simulation game. For example, in MARKET the interplay between consumer and retailer is the focus of the game because this interplay highlights the concepts of supply, demand and price (the game's educational objective). In the game there is just one wholesaler, and all the retailers buy from him. Thus, competition among wholesalers while obviously an element of reality was not simulated in the game because the concepts that the game intends to teach are already illustrated in the consumer-retailer relationship. Having multiple wholesalers would make the game more "real," but it would also add complexity and at the same time would not produce an increment in the students' understanding of supply and demand, therefore, it was left out.

In deciding whether or not to use a simulation game, the important point to look for is: does the simulation

game accurately represent the real situation? You should check to see if the most important features of the real situation are included, at the same time look for extraneous details because they might cloud the effectiveness of the game. Success in the game should be determined by the same factors that determine success in the real-life situation, and decisions made in the game should be the kinds that participants in the real situation must make. Is the game a good simulation?

In the previous two paragraphs you were asked to examine the game from the standpoint of the accuracy with which it represents the real situation and the extent to which that representation emphasizes the key ideas that the game is designed to teach. In other words, you were judging it as a simulation. You should also judge the simulation game as a game. Would the game be interesting to elementary school children? Would they enjoy playing it? If the game is too easy or babyish, they might get bored. At the same time, if the directions are long, involved, and intricate the students might lose interest even before the game gets underway. If the game is difficult to learn and at the same time too challenging, then the motivational drive associated with playing a game will be

lost. A close inspection of the rules of the game will often provide insights that will help you in evaluating on this criteria.

Finally, you should attempt to make a global, or overall, estimation of the worth of the simulation game. You could ask yourself: Does the game teach what it claims to teach? Does it teach anything else? Most importantly you would ask: Is the educational value of the game worth the time and effort required?"

Activity 2

Using the questions listed below as a format, critique a simulation game that has been suggested for elementary students.

1. What was the game supposed to teach?

2. What kind of students should the game be used with? (Age, grade level, abilities necessary to play the game, previous knowledge required to learn from the game).

3. What kind of classroom situation is necessary in order to use the game? (Number of students, time required, space required, special facilities or equipment)

4. Is the game a good game? It is interesting? Challenging? Enjoyable? Easy to learn?

5. Is the game a good simulation? Does it accurately represent the real situation? Does it include the most important features of the real situation?

Does it give the player the feeling of being in the real situation?

6. Is the game a good teaching tool? Does it teach what it claims to teach? Does it teach anything else? Is the educational value of the game worth the time and effort that the game requires? [6]

[6] "Simulation Games in the Classroom." a summer workshop. Baltimore: Academic Games Associates, 1971.

Critique of Simulation Game

1.

2.

3.

4.

5.

6.

A post-game discussion, also called post-game debriefing, is essential for maximum utilization of a simulation game. Debriefing is made necessary by the very nature of the way children learn through games. Coleman draws a paralled between learning in a game and learning in real life. In real life the individual acts in a particular situation, learning occurs as the individual begins to understand the particular case. The next step in learning occurs when the individual is able to understand a general principle that applies to the particular case and others like it For example, a child reaches out and touches a hot radiator (acting in a particular situation). The child's hand gets burned. Possibly at first the cause and effect relationship will not be clear and the child may get burned again. Soon, however, the child understands that if he touches that object he will get burned (understanding of the particular case). Further, and more substantial learning occurs when the individual is able to see an object that has the same configuration as the radiator, even though it may be of different color or size, and realize that he might get burned if he touches it (understanding of a general principle). Since a simulation

game simulates real life, the learning process is the same three-step process. In the game, however, just as in real life there are often gaps between the steps. This is where the post-game discussion becomes so valuable. The debriefing of a game helps the participants bridge the gaps so that understanding of the general principle results.[7]

The strategy employed in the first stage of the debriefing corresponds to the general process model for interpreting data (proficiency module #4). The questioning strategy moves from the specific to the general. First, you would have the students discuss specific experiences in the game. Discuss the decisions they had to make, the alternatives they considered before making their decisions and the positive and negative results of the decisions. You might open the debriefing by asking questions such as: What strategy did you use in the game? Why? What were the results of using such a strategy? With these questions, and others like them, you have implemented the first two parts of the "Interpretation of Data Model" (indentifying specific information from the body of data, and determining cause and effect relationships between specifics.) In debriefing a game, the playing of the game and the experiences

[7] James S. Coleman. Lecture delivered at a summer workshop "Simulation Games in the Classroom," Baltimore, Academic Games Associates, July 23, 1971.

in the game are the source of data to be interpreted. Using these experiences, have the students generalize by asking questions such as: What is the best strategy to use in the game? Why? Are different strategies better for different players? If so, what should your choice of strategy depend on?[8]

The second half of the post-game discussion should be devoted to a comparison of the game to the real life situation. You should begin by assessing the extent to which the students recognize the analogies between features of the game (tokens, various areas of the game board, sequence of action, etc.) and features of the real situation. Then focus on the rules of the game. You could ask why a certain rule is included in the game, and also what in real life corresponds to the rule. For example, in the Caribou Hunting debriefing, the teacher might ask: Why are the caribou allowed to move three spaces per turn on land while the Eskimos can move only 1 space per turn?

After looking at features and rules of the game you should also have the students compare the strategies used in the game with strategies used in the real situation. The questions could follow the general form--If you were in

[8]Livingston and Stoll, op. cit., pp. 31-37.

the real situation would you have done what you did in the game? Do people in the real situation make their decisions the same way as the players is the game do? In a simulation game certain aspects of reality are emphasized while other aspects of reality are de-emphasized or omitted. This poses another fruitful area of discussion: What makes the most difference in deciding the outcome of the game? The real situation? Has anything important in the real situation been left out of the game?

The entire discussion thus far has dealt with cognitive aspects of the game. The affective realm should also be discussed. Questions should be asked which will elicit responses describing players' feelings. For example, How did you feel when "such-and-such" happened to you in the game? and Do you think people in the real situation feel the same way?

PART II. ROLE-PLAYING

Role-playing as presented in this module is "a group problem-solving method that enables young people to explore, in spontaneous enactments followed by guided discussion--utilizing critical evaluation and full discussion in a supportive atmosphere--of how they tend to solve such problems, of what alternatives are available to them, and of what the personal and social consequences are of the proposals they offer."[1]

Personal and social problems are unavoidable features of life. Each of us, before this day is over, will in all likelihood be confronted with a problem in which we must find a solution. All too often we tend to relegate our problems to some dark corner of the mind with the hope that if we ignore the problem then it will go away. It seldom does, but we continue to use delaying tactics. We procrastinate and rationalize with each new problem, and never seem to gleen wisdom from our mistakes. Why? Are our problems that grave? Are decisions that hard to come by? Or, could it be that we are so ill prepared in logical procedures for solving problems and making decisions that

[1]Fannie R. Shaftel and George Shaftel. Role-Playing for Social Values: Decision-Making in the Social Studies. Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1967, p. 9.

when confronted with this task we simply "wilt under the pressure." Our indecisiveness might be attributed to all of these reasons and while we may not be able to correct the first two, we can and should take steps to alleviate the latter.

Decision-making is a behavior and most behavior is learned. Behavior is the reaction of an individual in any situation. The behavior of an individual when confronted with personal or social problems can be either rational or irrational, and it is a goal of social studies education to train individuals to become rational problem-solvers and decision-makers.

One method used in the social studies to train children in rational problem solving procedures is role-playing. Role-playing is a group problem-solving method. Fannie and George Shaftel suggest that:

> Role-playing, when properly and skillfully used, is uniquely suited to the exploration of group behavior and of the dilemmas of the individual child as he tries to find a place in the many and increasing groups in his life and at the same time struggles to establish personal identity and integrity. When properly used, role-playing permits the kind of 'discovery' learning which occurs when individuals in groups face up to the ways they tend to solve their problems of interpersonal relations, and which occurs when, under skillful guidance, young people become conscious of their personal value systems.

> As a result, young people are helped to develop a sensitivity to the feelings and welfare of others and to clarify their own values in terms of ethical behavior.[2]

As a teaching strategy, role-playing involves students in situations that simulate real life. It has thus been labeled by some as a sociodrama. Shaftel and Shaftel refer to role-playing as a simulation technique as follows:

> Role-playing is not aimed at achieving therapy, nor is it 'creative dramatics' or incidental skits to highlight a discussion or lecture. Rather, it is a group of problem-solving procedures that employs all the techniques of critical evaluation implied in the terms 'listening,' 'discussion' and 'problem solving,' and is akin to the research procedures which behavioral scientists term simulation and theory of games. Role-playing, as do simulation and gaming, utilizes a symbolic model (verbal rather than physical or mathematical). Role-playing (as do the others) proceeds into problem-definitions, delineation of alternatives for actions, exploration of consequences of those alternatives, and decision-making.[3]

Before we discuss the steps employed in role-playing, it will prove useful to look at a role-playing situation. After presenting the situation, we will go through the steps that you, as a teacher, should utilize in using this teaching/learning strategy.

Caroline B. Rose suggests the following sociodramatic activity which could be modified for elementary classroom use (usually role-playing techniques begin by presenting

[2] Ibid., p. 9.
[3] Ibid., p. 9.

an unfinished story or problem story to the students who are then asked to give a spontaneous enactment as to how they think the story will end or the problem could be solved). The problem story employed might be something like this:

> It is almost 10:00 p m. on a Friday night at New York's Kennedy Airport. A huge jet airplane is being loaded for a flight to San Francisco. All the reservations for this flight have been taken. Four men are waiting at the airline ticket counter in the airport to see if passengers holding reservations on the flight will fail to show up so they can get on board. The four men arrive at the airport on the same limousine and came simultaneously to the counter, so no one has preference. The airline clerk has been too busy getting ticketed passengers ready for loading to talk with the four men about their reasons for making the flight. He knows only that all of them would like to have a seat on the plane. The four men have been standing at the counter for almost twenty minutes. They have not conversed. The next flight to San Francisco does not leave until 7:20 a.m. Finally, the airline clerk tells the men that one passenger ticketed for the flight has not appeared and that they must decide among them which one of the four will take the flight.

Each of the four students taking part in this sociodramatic activity would receive a 3" x 5" card as an orientation for the role-playing. The cards could read as follows:

> First man: You are a young second lieutenant in the United States Army. You are going home on furlough. You have not seen your family or your fiance for two years. Tomorrow night your family is going to have a welcome-home dinner for you. You are very anxious

to get home. This is the flight you want to take, but through a mix-up you were ticketed for the 7:20 flight in the morning.

Second Man: You are an outstanding eye surgeon who specializes in a particular kind of delicate operation. A physician in San Francisco who is familiar with your work called you just two hours ago. He asked you to fly west right away so you could perform an emergency operation on a little boy who may lose his sight if he does not receive prompt attention.

Third Man: You are beginning a two weeks' vacation. You had planned to stay at home this year, but at the last minute you decided to fly to San Francisco for a change of scenery. You were too late to get a reservation on the evening flight, but you decided to take a chance on a cancellation. You finished an exhausting week at 5:30 p.m. today, and you would really like to get away from it all.

Fourth Man: You are the national sales manager for a large company. Your regional salesman in the Bay Area called you this afternoon to see if you could help him with a big deal tomorrow morning. You are supposed to be in the customer's office at 9:30 sharp. The customer intends to place a huge order very soon with your company or with your biggest competitor. He likes prompt service.[4]

Using this or any problem story in a role-playing situation, the teacher might organize his technique around the following steps.[5]

1. "Warm-up" (teacher introduction and reading of the problem story)
2. Selecting role-players
3. Setting the stage
4. Preparing the audience to observe
5. The enactment
6. Discussion and evaluation

[4]Caroline B. Rose. Sociology: The Study of Man in Society. Columbus, Ohio: Charles E. Merrill Books, Inc., 1965. pp. 75-76.

[5]Ibid., pp. 74-84.

7. Further enactments
8. Further discussion
9. Generalizing

An elaboration of the above steps, their function and technique using the problem story as a guide is in order.

1. "Warming-up" the group (problem confrontation). The "warm-up" serves to present the problem to the group. The problem should be presented in a clear and concise manner. You are hoping to arouse the emotions of the children and involve them with the problem in such a way as to help them identify with the problem. (If the children are unable to identify with the problem presented, and by so doing seek a solution to the problem, then you have chosen the wrong problem--modify or change the problem situation.) The teacher may start the "warm-up" by saying, "I am sure that all of us have been in a situation where we wanted something very much, and come to find out that what we want is also desired by someone else. If there is not enough of what we want to go around, and it cannot be shared, then we must decide who is to have it." A short discussion on the topic may follow. The problem story is then read to the students. When the story stops the teacher

could ask, "What do you think will happen now?" Now wait--a debate is sure to follow, and it may be heated.

2. Selecting role-players. Participants should be selected by the teacher based on the discussion that followed the problem story. Try to select students who seem to identify with the problem at hand. Do not force a child to participate, or choose a child who has been volunteered by other children. Many times the teacher (according to the problem situation) may select students who he thinks will play an exceptionally strong role, or put students in roles that do not seem to fit their own role, e.g. an extremely racially bigoted child in the role of his opposite race, an authoritarian or submissive child in an opposite role, etc.

3. Setting the Stage. Review with the participants and the audience the problem situation. Make sure that each role-player knows his role.

4. Preparing the audience to be participating observers. Here the teacher is interested in making sure that the audience employs good "listening" skills. If students are to learn from other people, they must be willing to hold back their own expressions until they have had a chance to

hear the other person's point. Also, we want students to gain the ability to empathize by "putting themselves in the other person's position" or "walking a mile in his shoes." The teacher may ask the class to observe and listen to the role-playing, and try to see if they think that what the participants say and do could really happen. Familiar statements such as don't be rude, don't spoil the activity for the rest of us, don't laugh at the players, may or may not work for your students-you are the only one who can make such a decision. Remind the audience that the players are acting out roles as they see them and their action may not reflect their own feelings in the situation.

5. Role-playing (the enactment). The role-players assume the roles that they have been assigned. There will be times when players are at a loss for words, or use strong language and gesture wildly (don't interrupt them). Remember that assuming another role may at first present an awkward situation to the player. Do not evaluate a student on how he acts out a part. This is not in keeping with the objective of role-playing.

6. Discussion and evaluation. This is one of the more important phases of role-playing. Usually the teacher will not have to prod the class into such a discussion. They will, in all likelihood be "chomping at the bit" to tell you and the others in the class what they were thinking during the enactment. You may get statements such as "a person would not say that in this situation," or "he said (or did) exactly what I would say (or do)." During the discussion children learn what is and is not acceptable to their peers. They examine the consequences of certain actions as a group. The teacher may ask such questions of the group as, "What would be some other alternatives to the action that John or Mary took? or "We have seen what would happen if someone acted in that manner. What do you think would happen if this (state alternative) action had been taken?"

7. Re-enactments. Here is another important step. You now offer the same players, or different players if you desire, the second or third chance at the same problem situation (the second chance that does not come in real life very often). This offers the students the opportunity to learn from their mistakes, or the suggestions of others,

in a situation that is neither threatening nor socially damaging.

8. Further discussions. (repeat step 6 following each re-enactment.)

9. Sharing experiences and generalizing. This last step offers the opportunity for students to share ideas, feelings, and personal experiences relating to the type of problem confronted. It may also offer a chance for students to make generalizations based on the experiences encountered in the activity (all role-playing activities do not lend themselves to generalizations). This is where we sum up what we have learned, and express our new feelings on the subject encountered.

Activity 1

Reorder the following scrambled steps in role-playing to illustrate the correct sequence to be followed in employing this strategy in the classroom.

Correct Sequence	Scrambled Sequence
1._____	setting the stage
2._____	generalizing
3._____	warm-up
4._____	further discussion

5._____ enactment

6._____ preparing audience

7._____ selecting role-players

8._____ discussion and evaluation

9._____ further enactments

It is important to emphasize that the more realistic the unfinished story or problem story is to the student then the more involved he will become in solving the problem in a satisfactory manner. Increased involvement leads to increased learning potential. In providing realistic problems for children to encounter, the teacher many times may not have to look any further than his own classroom or community. Quite often real situations in the children's environment lend themselves admirably to role-playing techniques. It would be wise to use discretion in choosing problems that are "too close to home." Don't "step on anyone's toes" or cause hurt feelings.

In summarizing this part of the module dealing with role-playing, the following ideas are presented from Role-Playing for Social Values: Decision-Making in the Social Studies by Shaftel and Shaftel (this book is

considered by many to be the standard in the field and would be quite beneficial to those who seek further insight into role-playing as a classroom strategy):

> The experiences inherent in the role-playing process have their own rewards. There is much to be gained from the spontaneity training, the interaction of feelings and ideas, the stimulation of group interaction. (p. 83)

> Role-playing, in its simplest sense, is the spontaneous practice of roles-assuming them in order to practice the behavior required in various cultural situations.(p. 83)

> To describe role-playing in still other terms: it is the opportunity to explore, through spontaneous (that is, unrehearsed) improvisation and carefully guided discussion, typical group problem situations in which individuals are helped to become sensitive to the feelings of the people involved, where the consequences of choices made are delineated by the group and where members are helped to explore the kinds of behavior that society will sanction. In this process, young people are guided to become sensitive to feelings, to the personal consequences of the choices they make, and to the consequences of those choices for other people. The group members practice many roles, or different approaches to roles; and gradually they develop skills for solving problems of social conduct and interpersonal relations. (p. 84)

Terminal Activity

Successful completion of the following activity will demonstrate that you have obtained the competencies needed to exemplify mastery of the terminal behavioral objective listed on page 1 of this module.

Using information obtained from Module #5 (Values and the Valuing Process) and information obtained in this module (Simulation Games and Role-Playing), the reader will utilize the terminal activity of Module #5 (the value teaching strategy) incorporating role-playing techniques in the lesson. (Optional: If the reader taught the lesson he developed in Module #5, he does not have to teach this lesson.)

EVALUATION FORM FOR SELF-INSTRUCTIONAL MODULES

Name_____ Date_____

Instructor_____ Course_____

Module Title_____

1. Approximately how many hours did it take you to complete this module_____.

2. Please check one square under each category (Usefulness & Difficulty) per row.

	Usefulness			Difficulty		
	Not Useful	Useful	Very Useful	Too Difficult	Too Easy	Just Right
1. Introduction						
2. Module objectives						
3. Explanations & Definitions						
4. Examples - Illustrations						
5. Directions						
6. Activities						

3. What should be added or deleted to improve this module? (Comment)

4. What degree of competence do you feel you now possess in understanding and being able to model (chart) a body of information?

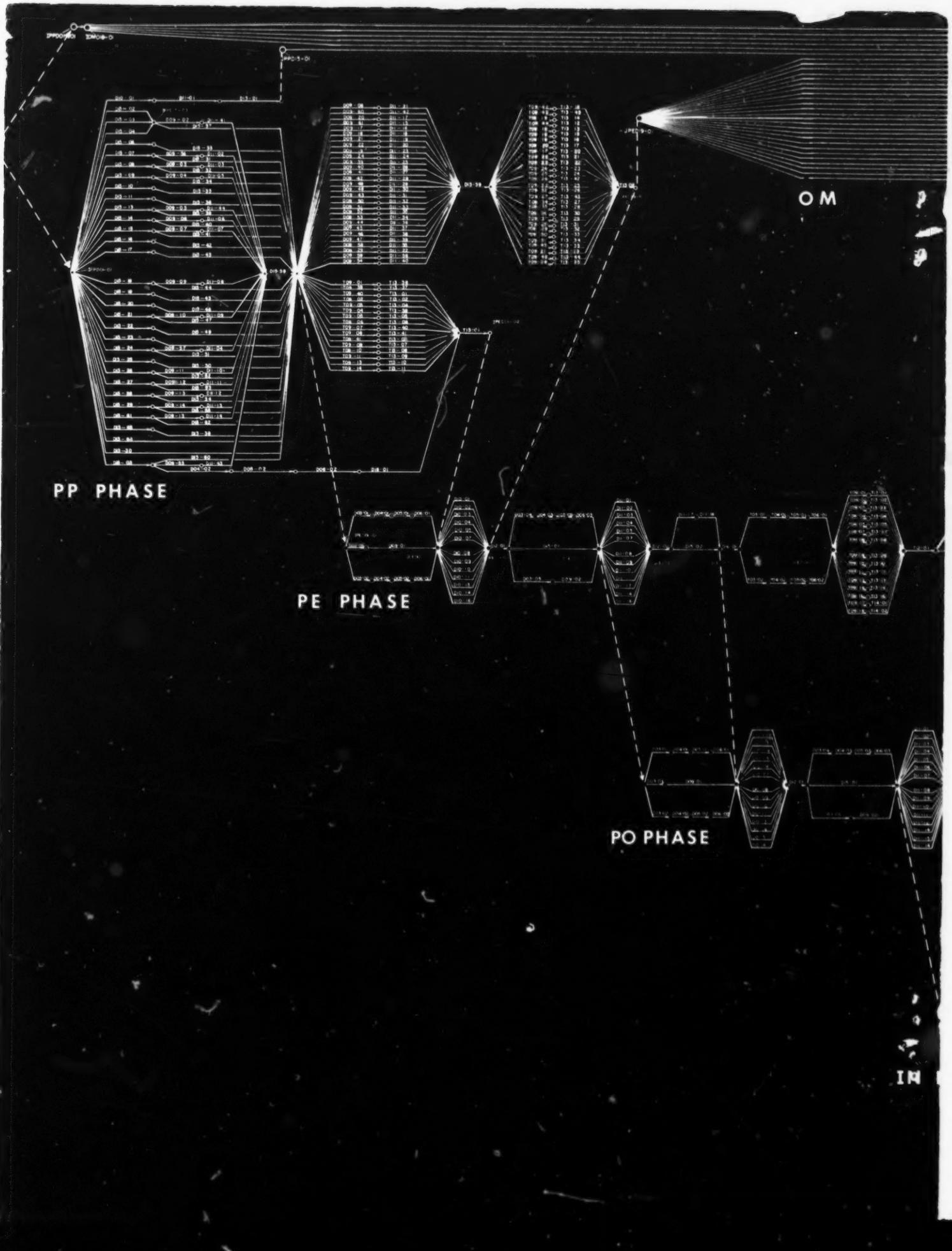
_____ Very Competent

_____ Marginally Competent (I feel I can do this but I think I may need more practice)

_____ Not Competent (I feel that I'm not able to do this.)

5. Have you completed modules for any other methods course at the University of Georgia? If so, list the courses below.

If you have completed modules in other courses, how would you rate this module in comparison to the others? (Comment)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